

## Uplands Primary School Special Educational Needs and Disabilities (SEND) Policy



Date approved by the Governing body: November 2025

Date due for renewal: November 2026

Please refer any questions in relation to this policy to a member of the Senior Leadership Team at the school

### Purpose

1. At Uplands Primary School, all our children are equally valued and entitled to access a broad, balanced and relevant curriculum, which is adapted to meet individual needs. All children are entitled to achieve success in their work and to feel positive about themselves. We believe that each child has individual and unique needs; however, some children require more support than others to make good progress.

### Definition of Special Educational Needs and Disabilities (SEND)

2. The Special Educational Needs and Disabilities Code of Practice (2015) states that:
  - a. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
  - b. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
    - i. Has a significantly greater difficulty in learning than the majority of others of the same age, or
    - ii. Has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or main stream post 16 institutions.
3. There are four broad areas of need:
  - a. **Communication and Interaction.** Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASC, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**b. Cognition and Learning.** Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD); where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD); where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**c. Social, Emotional and Mental Health Difficulties.** Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

**d. Sensory and/or Physical Needs.** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with Vision Impairment (VI), Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

4. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to make good progress, we must recognise this and plan accordingly. Uplands Primary School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to learning and the National Curriculum. In particular, we aim to:

- a. Enable every pupil to experience success.
- b. Promote individual confidence and a positive attitude.
- c. Ensure that all pupils, whatever their special educational needs or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and adapted and that demonstrates coherence and progression in learning.

- d. Give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- e. Ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them.
- f. Identify, assess, record and regularly review pupils' progress and needs.
- g. Involve parents/carers in planning and supporting at all stages of their children's development.
- h. Work collaboratively with parents of children with SEND, other professionals and support services.
- i. Ensure that the responsibility held by all staff and governors for SEND is implemented.

#### **Who/what was consulted?**

- 5. We consulted local authority and national guidance.

#### **Relationship to other policies**

6. This policy links with the policies on child protection, safeguarding, admissions, data protection, health and safety, behaviour, equality, whistle blowing, and to the complaints procedure. The school accessibility plan is an integral part of this policy. The SEND information report outlines the school's provision for pupils with SEND and how the school will implement this SEND policy.

#### **Equality impact**

7. This policy will help to ensure that the school takes positive action to support vulnerable pupils.

#### **Roles and responsibilities of Headteacher, other staff, governors**

8. Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's plan and procedures for identifying, assessing and making provision to meet those needs.

9. The Governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

**10. The Headteacher has responsibility to:**

- a. Manage all aspects of the school's work, including provision for SEND pupils.
- b. Keep the governing body informed about SEND issues.
- c. Work closely with the SEND personnel beyond the school in the local authority, health and social care to ensure that support is joined up and that parents are fully involved at every stage.
- d. Ensure all staff receive training and are aware of the need to identify and provide for pupils with SEND.
- e. Ensure pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- f. Ensure that the progress and attainment of pupils with special educational needs and/or a disability are monitored and evaluated when reviewing the effectiveness of the overall support for the child.
- g. Notify parents immediately if the school recommends special educational provision for their child.
- h. Report to parents on the implementation of the school's SEND policy.
- i. Ensure that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

**11. The School Inclusion Leader is Mrs Alison Bagley. The Inclusion Leader has a responsibility to:**

- a. Oversee the day-to-day operation of this policy.
- b. Ensure that an agreed, consistent approach is adopted.
- c. Liaise with and advise other staff.
- d. Help staff to identify pupils with SEND.
- e. Carry out detailed assessments and observations of pupils with specific learning problems.
- f. Take part in LA assessment to ascertain whether a child needs an Education and Health Care plan (EHCP).

- g. Co-ordinate the provision for pupils with SEND.
- h. Support class teachers in devising strategies, drawing up personalised individual plans, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom.
- i. Liaise closely with parents of pupils with SEND.
- j. Liaise with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents, especially for children with Education and Health Care plans.
- k. Maintain the school's SEND register and records.
- l. Assist in the monitoring and evaluation of the progress of pupils with SEND.
- m. Contribute to the in-service training of staff.
- n. Manage learning support staff/teaching assistants.
- o. Ensure that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils.
- p. Liaise with the SENCOs and/or Inclusion Leaders in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other.

**12. Class teachers are responsible for the progress of all pupils in their class by:**

- a. Including pupils with SEND in the classroom, and for providing an appropriately adapted curriculum.
- b. Ensuring that they access all available information and support to make effective educational provision for pupils with SEND.
- c. Acting on and undertaking advice and strategies given by the Inclusion Leader or external agencies if advised it will improve outcomes for the pupil.
- d. Compile and collate assessment data for pupils for SEND, including standardised testing regularly throughout the year.
- e. Report assessment data for SEND pupils in their class at pupil progress meetings.
- f. Discuss any concerns with Inclusion Leader in a timely manner, bringing evidence of plan, do, review cycle that has already been in place.

*“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.”*  
SEND code of practice p99 DfE 2015.

**13. The Governing body will ensure that:**

- a. SEND provision is an integral part of the school improvement plan.
- b. The necessary provision is made for any pupil with SEND.
- c. They have regard to the requirements of the SEN Code of Practice (2015).
- d. The progress and attainment of children with special educational needs are monitored and evaluated when reviewing the effectiveness of the school’s support for children with SEND.
- e. They publish all statutory information on how the school meets the needs of pupils with SEND, including the SEND policy.
- f. They are fully informed about SEND issues.
- g. They set up appropriate staffing and funding arrangements, and oversee the school’s work for pupils with SEND.
- h. The quality of SEND provision is regularly monitored.

**14. The SEND governor is Katie Hutton**

**Arrangements for monitoring and evaluation**

15. The success of the school’s SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- a. Monitoring of classroom practice by the Inclusion Leader and subject leaders.
- b. Analysis of pupil tracking data and test results for individual pupils and for cohorts.
- c. Performance data for pupils registered with SEND.
- d. Analysis of exclusion data.
- e. Termly monitoring of procedures and practice by the SEND governor.
- f. The school’s website, which contains the required information about the implementation and success of the SEND policy.

- g. The school's annual review of provision for children with SEND.
- h. The school development plan, which is used for planning and monitoring provision in the school.
- i. Visits from LA personnel and Ofsted inspection arrangements.
- j. Feedback from pupils, parents and staff, both formal and informal, following meetings to produce individual education plans (SEND children), evaluate impact and celebrate success.

16. The Governing body will monitor and evaluate this policy by receiving analyses of lesson observations and progress and attainment of children with SEND (anonymised), by promoting feedback from pupils and parents, and by receiving feedback from external agencies about the school's practice.

### **Arrangements for complaints**

17. Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with their comments, should ask to speak to the Inclusion Leader. For a problem that might need time to be explored, parents/carers should make an appointment.

18. In the event of a formal complaint parents are advised to contact the Head teacher, following the School Complaints Procedure.

19. *The Hampshire Special Educational Needs and Disabilities Information, Advice and Support service (SENDIASS) are available to offer impartial advice.*

20. This policy can be read in conjunction with other policies available on the school website.